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ABSTRACT

Seventeen articles used to convey the South Carolina advisory council's 1977-78 evaluation of vocational and technical education in South Carolina are presented. Articles included are "The Girl Stared"; "A Solution to Discipline--Education's Number One Problem"; "A Vocational Education Success Story"; "TEC Student Success"; "Articulation"; "A Female Tool Technician? Why Not?"; "The Trend to Advisory Councils"; "A Review of the State's Evaluation of Vocational Education Programs on the Local Level"; "Where the Federal Funds for Vocational Education Were Spent in South Carolina, 1977-78"; "Comments on the Annual Reports from the State Manpower Services Council"; and "The Status of the State Occupational Information Coordinating Committee." Responses to 1977 recommendations made by the South Carolina advisory council are given by the state board of education and the state board for technical and comprehensive education. The final section presents the commendations and recommendations of the council. (LRA)

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EVALUATION DIGEST

An Evaluation Report of Vocational Education and Technical Education in South Carolina for Fiscal Year 1978

February, 1979

by the
State Advisory Council on
Vocational and Technical Education

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NATIONAL INSTITUTE OF EDUCATION

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VOCATIONAL ADVISORY COUNCIL TECHNICAL

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Executive Director

February 7, 1979

The Honorable Richard W. Riley
Governor, State of South Carolina
P. O. Box 11450
Columbia, South Carolina 29211

Dear Governor Riley:

It is with pride and pleasure that we submit to you this Evaluation Report of Vocational and Technical Education in South Carolina for the 1977-78 school year.

You will note that while the report contains recommendations to the two State Boards governing Vocational Education and Technical Education in South Carolina, the overall tenor reflects favorably on a fine system of education. This segment of public education is an asset to the citizens of our State.

We hope this report will be of use to you as additional information.

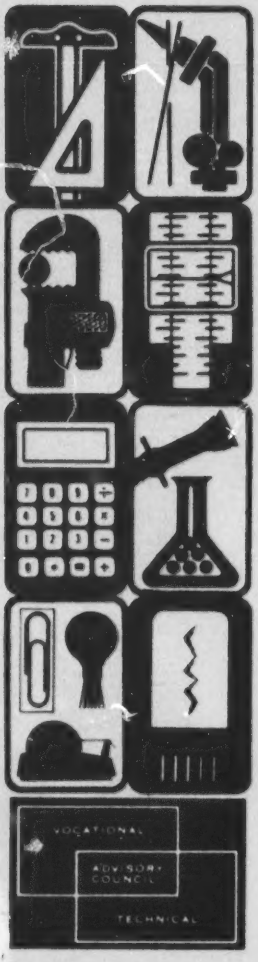
The Council is sensitive to the needs to continually improve and fine-tune this type of education. The Council appreciates your support in our work. Further, the Council stands ready to assist you, as appointing authority for the Council, in any way that will improve and extend this educational resource.

Respectfully,

B. Frank Godfrey
Chairman, SCACVTE

BFG/ems

EVALUATION DIGEST 1977 1978



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AN EVALUATION REPORT OF VOCATIONAL EDUCATION AND TECHNICAL EDUCATION IN SOUTH CAROLINA

EDITOR'S COMMENTS

The intent of this publication is to offer to the reader a series of brief articles, which, collectively, will convey the Council's perspective of vocational and technical education in South Carolina as of 1977-78. Each article will require only a few minutes to read, and should stand alone to represent the Council's viewpoint or thought on a topic.

This format represents a departure from the typical agency evaluation report, and hopefully much more of it will be read, even if not all at one time, than would otherwise occur. The office of the Council encourages your reaction or comments to this evaluation report, or to any portion of the publication.

The report has been prepared by the members of the South Carolina Advisory Council on Vocational and Technical Education as the evaluation report prescribed in P. L. 94-482. As such, it contains the results of the several evaluation activities and studies during the year by the Advisory Council members and staff.

The reader will find the report contains recommendations to both the State Board of Education which is the State Board for Vocational Education in South Carolina, and to the State Board for Technical and Comprehensive Education. These recommendations are tendered in a positive manner, with the expectation that each of the respective Boards will accept these with a positive attitude, and will give serious consideration to each recommendation. Critical observation and serious thought has preceded each item in the list of recommendations. These are submitted in the belief that they will help to improve what is a very fine system of vocational and technical education.

Consistent with the provisions of P. L. 94-482, this report will be submitted to the U.S. Commissioner of Education and to the National Advisory Council on Vocational Education. The State Board of Education is reminded that they are welcome to submit any additional comments that the Board deems appropriate, and that the comments, if any, will be attached to the report. This courtesy is also extended to the State Board for Technical and Comprehensive Education and to the State Manpower Services Council.

Pleasant reading.

The Editor

Previous Advisory Council Members

The Advisory Council is honored to have had a number of outstanding citizens to serve as members of the Council in previous years. These persons gave freely of their time and energy in helping the Council to carry out its mission. The former members are listed below.

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*Served as Chairman or Vice-Chairman.

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The Evaluation Committee members both for 1977-78 and 1978-79 were charged by the Council with the responsibility of the initial preparation of this report. The Committees for the respective years follow.

1977-78	1978-79
Mr. Martin H. Black, Chairman	Mr. Martin H. Black, Chairman
Mr. Henderson Barnette	Mrs. Sylvia Nelson
Mr. Charles Brown	Mr. Larry Patrick
Mr. Larry Patrick	Mrs. Swannee Reenstjerna
Mrs. Swannee Reenstjerna	Miss Christine Webb

The Council wishes to extend appreciation to several persons whose assistance added significantly to this Report. Contributing vocational and technical education success stories were:

Mr. William P. Power	Public Information Officer, Office of Vocational Education, State Department of Education
Mrs. Lynda Chastain	Public Information Officer, State Board for Comprehensive and Technical Education.

The success story articles and the publications in which they appeared follow.

"A Vocational Education Success Story" by Mr. William P. Power will appear in the Fall issue of **Vocational Education in South Carolina.**

"Tec Student Success" by Ms. Anne Foster (Public Information Director, Spartanburg Technical College) appeared in **Impact,** Spring, 1976.

"A Female Machine Tool Technician? Why not?" by Mr. Terry Hill (Public Information Director, Florence-Darlington Technical College) appeared in **The Examiner,** August 25, 1978 issue.

Contributing statistical information from which the article, "Where the Federal Funds for Vocational Education Were Spent in South Carolina 1977-78" was Mr. Wyndal Howard, Accountant, Office of Vocational Education, State Department of Education.

The Council also wishes to credit National Evaluation Systems, Inc. for their **Executive Summary,** from which much information was used in the article, "Progress Made Toward Reaching Goals in the State Plan."

ARTICLES

The Girl Stared

It was a sparkling clear, beautiful morning –

On the flight to Atlanta from Columbia, the girl sat at the window seat, staring at the pines, the ponds, the receding ground, as the plane swiftly climbed and banked away from the Columbia airport. The Army uniform was immaculate, showing recent issue, and reflected the pride the young girl took in its appearance.

"Where are you heading?" asked the fellow traveler.

"To my next assignment," answered the attractive young girl.

"Do you like the Army?"

"It's alright," she answered, "but the training was hard."

"Where did you go to school?" the veteran traveler asked.

"Florida and Pennsylvania."

"Why did you join the Army?" was the next question.

"I had tried and tried to get a job in Philadelphia, and there just weren't any jobs, so I joined the Army."

Then she was asked: "What kind of high school education did you have?"

"Oh, you know, the usual – lots of English and History and Math and stuff like that." A typical college preparatory curriculum.

The conversation lapsed into silence, and the girl stared out of the window throughout the brief flight to Atlanta.

At the same time the composers for the newspapers in city after city churned out – "Help wanted - experienced or trained person . . ."

A Solution to Discipline – Education's No. 1 Problem

Discipline is the number one problem in American Schools today. That has generally been the conclusion of a survey conducted annually for the past several years by the Gallup organization. The Gallup organization, known nationwide for its Gallup Poll, has been commissioned by Phi Delta Kappa, a national professional fraternity in education, to conduct an annual poll of issues in education.

Large city school systems spend hundreds of thousands of dollars annually to prevent vandalism. Even small schools and school districts are not immune, however, and suffer vandalism. Frequent and repeated misbe-

havior in schools, excessive absences by students, and other manifestations of discipline problems can be found, especially in many secondary schools.

A visit to almost any high school will show problems with marks on walls, occasional holes in soft ceilings, and other similar problems. This, despite the best efforts of teachers and administrators to maintain public facilities. Over a decade ago, the first of what later became over one-half of a hundred area vocational centers in the State were constructed. Designed to provide secondary level occupational (vocational) education for students of one to several high schools, these centers were often, but not always, located at new sites away from existing schools.

A decade later, what will we find?

Some of the earlier vocational centers have had as many as three additional expansions through the decade. A casual stroll through the entire complex leaves the visitor wondering which is the newest, and which is the original part of the building. Rarely, if ever, is found a defacing mark on the walls of the corridors or rooms. There are no marks on the ceilings or holes from exuberant fists. The restrooms are clean, and complete with mirrors, towels, tissue and other amenities. This is the typical situation in area vocational centers, and a highly visible and significant reflection of the state of discipline.

Students in area vocational education centers simply don't behave as regular students. Their behavior is significantly better, by any criteria we may use, and yet often these are the very same students who cause problems in the high school.

The noticeable behavioral improvement cannot be attributed solely to supervision and the quality of instruction, as good as it may be. The desirable difference is a reflection of several factors.

Students are, sometimes for the first time, engaged in a learning activity that they see as meaningful. These students are experiencing "success" in an educational setting. Since the purpose of education should be for students to learn and not to compare and rank students, this helps when the students first achieve success.

Students report that vocational teachers are more friendly and more helpful. While that may be, it could be a reflection of the student's own improved attitude and behavior while in a learning situation that he or she enjoys. Whatever the reasons, the behavioral outcome remedies virtually all of the discipline problems.

Don't be lulled into thinking that the existence of a vocational education center overcomes all of the discipline problems, far from it. Despite the best efforts of concerned teachers and supervisors, discipline problems will probably always be with us to remind us of the problems of youth transitioning into adulthood. The pride of the other students assist professional school personnel in helping protect and maintain the facilities, and the differences in behavior are very noticeable.

As taxpayers and as parents, you should be proud of the intensive use and the excellent maintenance of the buildings provided for vocational education. You can take even greater pride, however, in seeing that this is a direct result of desirable student behavior.

A Vocational Education Success Story

An interesting thing happened to Frank Wright, Jr. on the way to becoming a high school dropout.

Actually, it was more like a collision than an "interesting happening," because Frank ran into something on the way and he never made it — he never became a high school dropout.

There's nothing mysterious about Frank — he's a straightforward young man who knows what he wants and has no qualms about saying so.

In 1974, he was a tenth grader who was totally turned off by school. It wasn't that he lacked ability. He is, in fact, an intelligent person, and his father is a successful executive in Orangeburg.

Yet, he admits, "I could have cared less about going to school in the 10th grade."

His dislike for school was steering him on a direct course toward dropping out — a route still taken by too many high school students in South Carolina.

It was then that Frank ran headlong into something called "motivation," and it came in the person of Charlie Fanning and through the Auto Mechanics course he teaches at Calhoun-Orangeburg Vocational Center.

"I had been collecting shop tools since I was 15," Frank reflected, "and the Auto Mechanics program got me involved in something I was already interested in — something I had always planned to do."

"I think a lot of Mr. Fanning. He gave me the fine points of being a mechanic."

Even before Frank graduated from high school, he got some hands-on experience in the automotive repair business that confirmed his career choice.

That experience, too, came through his two-year Auto Mechanics program at Calhoun-Orangeburg Center. The program, as with many voc-ed programs, is a "cooperative" one. The co-op program allows students to undergo training in the voc-ed classroom/lab and to work in local business/industry in a position related to their voc-ed training. Students must work some 15 hours a week in the co-op position, and they earn credit for both their voc-ed training and their work experience.

Frank's co-op experience came at East End Motors in Orangeburg, where he gained invaluable experience in mechanics. During his second year of the Auto Mechanics Program, he spent one day in his regular training program at the center (for three hours), and the remaining four days each week were devoted to hands-on work experience in his co-op job.

Upon graduating, Frank had proved his skill as a mechanic and he went to work full-time for East End. He stayed with the firm some seven months, saving money and other resources to realize a dream he had always had — to run his own business.

With some help from his father as a silent partner, Frank opened "Wright's Auto Service" in a small shop near I-26 and U.S. 601, offering general automotive repair/servicing.

Frank is not unique in having a dream of his own business. A lot of people have similar dreams, but they lack the skill and confidence to make it happen. Frank's vocated training had motivated him to earn the high school diploma he once though he didn't need, and it had given him the skill/confidence he needed to make it in business.

He has since moved from his first location to a much larger shop (4,000 square feet) in downtown Orangeburg. While Frank will readily tell you that running one's own business isn't "easy street," he has steadily expanded his business and is optimistic about the future.

"The business had been in the hole for some months, but we've been keeping up with it. In four months after I moved downtown, my intake of business doubled. The future looks very good now."

He now provides everything from auto tune-ups and servicing to front-end alignment and engine overhauls, and admits that he could handle "just about anything except transmission work."

Frank knows now – from experience – that it takes more than just training in a field to be successful in business-industry. He knows that it takes experience. He appreciates the training/experience he received through vocational education, and he's even managing to pass it along.

He has hired Kevin Bell to work with him now on a part-time basis. It so happens that Kevin is mid-way through the Auto Mechanics program at Calhoun-Orangeburg Vocational Center, and his co-op job is with "Wright's Auto Service."

It's comforting to know that, somewhere between "high school dropout" and "successful shop owner/operator," there's vocational education.

TEC Student Success

I just wanted what a lot of people want – a better life for my family and for myself. I was about to have to go to another state to take a welding course in 1964 when Everett Clarkson (a member of the Board of Commissioners at Spartanburg TEC) suggested to my mother that I go out to Spartanburg TEC and take their welding course."

"In just a few short months, I had a skill that people were looking for in a prospective employee. Now I could do the welding that people were needing. I had started on the way to that better life I wanted."

That's how Steve Mathis, a Spartanburg TEC graduate, feels about the education he received at Spartanburg Technical College. He is very reticent to use the word "success" in describing his present business but he is not at all reluctant to describe the vital part Spartanburg TEC had played in his life. In fact, he says that "TEC is the only place that could have made it possible to do what I'm doing now."

Steve's Welding and Steel Erecting Service is headquartered in his hometown of Cowpens, S.C., a few miles east of Spartanburg TEC. From his offices come the bids that are responsible for the structural steel that supports such outstanding projects as the new Westgate Mall in Spartanburg (875,000 sq. ft. enclosed) and a one million square foot mall in Kingsport, Tenn., two of Arlen Shopping Centers Company's newest retailing centers. Steve also submitted the accepted bid for the structural steel for Westgate Village (Winn-Dixie, Roses and Eckerds) and for the K-Mart and A&P Stores on the corners near the Westgate Mall at the intersection of I-26 and U.S. 29 west of Spartanburg.

The list of successful bids in recent years by Steve's Welding and Steel Erecting Service goes on to include the First Federal Savings and Loan Association on East Main in Spartanburg, the Boiling Springs Middle School, an addition to Metromont Materials on I-85, a new plant for Harley Bag Corp. (a box plant at Whitestone), the G.E. Home Appliance Plant at Asheboro, N.C., the 3-M plant at Donaldson Center, Greenville, the new garage at the Michelin Test Track in Laurens and many more smaller business and industrial buildings.

The new seven-story University Medical Service Building in Charleston presented a challenge to Steve Mathis that he eagerly accepted and marked a milestone for his structural steel business.

At present, he is submitting bids on jobs in Florida and other neighboring states. He finds it all still a little hard to believe.

"When I was making $1.75 per hour in 1964," he says, "I heard that welders were getting $3.60 per hour. That's when I went to Spartanburg TEC to learn to weld. Mr. Newton took me in hand and saw to it that I learned to weld. In fact, when he saw how determined I was to learn welding, he suggested that I go to TEC five nights a week instead of the usual three nights for that course."

"Then Mr. Newton offered that extra assistance that so many TEC instructors are willing to do for their students. He helped me to find some weekend welding jobs. I had no welding machine so I rented one. I had to park it in my front yard. It didn't look so good but it helped bring me in some additional work. I was certified about that time and from there it was a short step to "pipe work." But when I bid on pipe work for construction, I was frequently told "No, we already have the contractor for that . . . What we need is somebody to put up steel."

"So I decided that sounded pretty good and I took on some modest jobs doing the steel work. Our first job was the Union (S.C.) Vocational High School. I had never bid on a steel job so after talking with the people at Union, I pulled onto the shoulder of the road and figured out how to handle it.

I had to rent a crane because I had no adequate equipment to handle steel. Then I had to pull together a crew from a lot of places. Only then could we get to work."

From that rented welding machine and crane, Steve's Welding and Steel Erecting Service has grown in just a few years to include four cranes, two tractors, six trailers, a yardlift and eleven welding machines (ranging from the 200 amp gasoline driven models to the new 600 amp semi-automatic wire welders) or well over a half-million dollars worth of equipment.

Steve had a full-time job in an industry (just in case it didn't work out with the structural steel business). And one Monday something happened that changed his life. His steel crew failed to show up on the construction site and Steve had to quit his plant job. His superintendent hated to lose him but when Steve explained why, he left with the good wishes of his bosses.

How does Steve Mathis feel? "Very, very lucky," he says. "A lot of men in my TEC classes have worked harder than I've had to, but I've been very lucky to be in some of the right places at some of the right times and it's working out pretty good for us right now."

"I'm also lucky to have such good and loyal men in my crew. Some have been with me since there were just two and then three of us. Those were the days of the rented crane and rented space in an old cotton gin to store our tools."

"I'm lucky in lots of ways and one of the best pieces of luck was finding out about technical education. TEC is the only place that could have made it possible for us to learn these skills that are in such great demand."

"When I was certified in welding at TEC about 9 years ago, I had no idea that what I had learned would give me the flexibility to go from welding to structural steel to pre-cast concrete to meet the demands in construction. The courses at TEC are not a one-way street but more like a network of highways and it's up to each student to pick the routes they want to follow, using the skills they've learned."

"Some people might think it sounds funny but for a man like me who was only making $1.75 per hour, TEC gave me such a new start that it was a little like being born again. Spartanburg TEC taught me a marketable skill that makes me more valuable to my community and to myself and that skill is now helping me to do what I started out to do . . . earn a better life for my family. What do I think of TEC? I think it's great."

Steve Mathis is still part of Spartanburg TEC. Welding Department Head Conrad Allen (also a graduate of Spartanburg TEC) asked Steve to serve on the Advisory Committee for Welding. Because of his experience both as a student and as a business man, Steve is able to make many valuable contributions to Spartanburg TEC's Welding Department.

He feels very strongly about the help he received by attending Spartanburg TEC and he urges young people to investigate what Spartanburg TEC has for them. As he says, "Everyone wants to live the better life and learning a skill at TEC is a smart way to start."

And that's pretty good advice from a man who knows what he's talking about.

Articulation

Many pedagogical terms are used in education — sometimes with the purpose in mind of confusing the listener, sometimes as an expression of a "fuzzy" concept, and other times because the term is simply in vogue at that time. Articulation is one of those terms that can have many meanings and that is frequently heard expressed by educators.

Articulation has a lot of different meanings and referring to Webster for a listing of all the definitions would only confuse the issue. Articulation, as used in South Carolina by educators in vocational and technical education, has increasingly come to have a common meaning. In this area, articulation simply refers to the re-alignment and cooperative planning of very similar programs at the secondary (high school) level with the post-secondary (technical center or college) level.

There are several purposes of articulation as the term is used in this context. For the student it means that when he or she completes the secondary level program, then he or she can enter TEC and pick up with the very next logical step in the instructional process without having to back-track and/or waste time. For the ever impatient students, this makes a lot of sense. It also means that within a given amount of months or years in school, the students should be able to progress to a higher level of skill or gain greater understanding of the subject area.

For the vocational teacher, it means more work. Articulation also means there is more pressure on the teacher to turn out students who can perform — not just soak up the time allotted for instruction with activities. Some teachers may have to "re-think" their whole course of instruction to see what they are really teaching.

The instructors in technical education can also see articulation as meaning more work. It requires each technical education teacher where articulation is being considered to mesh his or her program with that of similar and nearby vocational education programs to permit the student to enter without duplication of instruction or missing vital steps in instruction.

The taxpayer also gains tremendously from articulation where it is thoroughly developed. This process means that there is no longer duplication of instruction, and therefore the tax dollars for public vocational and technical education are used more efficiently. The development of the process of articulation requires teachers and administrators from different schools to work closely together, and so it will enhance cooperation between instructors. The persons who develop and maintain this type of situation can be expected to share equipment, to help each other in the instructional process from time to time, and to provide more effective instruction.

Nationwide there is considerable emphasis on articulation. In South Carolina a considerable amount of progress has been made although the job is far from being done.

Members of the South Carolina Advisory Council on Vocational and

Technical Education began asking hard questions about the status of articulation several years ago.

During July of 1975, a small seminar was jointly sponsored by the State Advisory Council, the Office of Vocational Education of the State Department of Education, and the staff of the State Board for Technical and Comprehensive Education. This seminar at Pawley's Island was attended by approximately thirty (30) leaders in vocational and technical education in South Carolina.

Since 1975, there have been several regional meetings on the topic of articulation at locations throughout the state. Some of these meetings were initiated by Technical Colleges, others by Area Vocational Centers, and in all cases they were endorsed and supported by the director and staff of the State Board for Technical and Comprehensive Education and the Office of Vocational Education. The progress that comes from these meetings seldom, if ever, gets reported to the state offices, and so is usually not known. Progress there has been, however, and the climate is right in the state for even more progress.

Another indication of the positive climate for progress in articulation comes from several activities of a national study of articulation jointly conducted by the American Association of Community and Junior Colleges (AACJC) and the American Vocational Association (AVA).

During the 1977-78 year, several locations were selected for study due to their reputation for being more successful in achieving articulation. Dr. David Bushnell, project director for the study, visited Tri-County Technical College, McDuffie High School at Anderson, Oconee Vocational Center at Seneca, and other nearby vocational programs to study the progress being made in that area.

Later, when the study was more nearly complete, there were several regional conferences to discuss the tentative findings. The regional conference for this area was in Atlanta and several persons from South Carolina elected to attend that conference.

A national conference on articulation was held later in Washington, D.C., to pull together the results of the regional conferences. It was gratifying to observe the participation by occupational education personnel from South Carolina. At the Washington, D.C. meeting, there were top-level administrators from the State TEC staff, Office of Vocational Education, most of the technical education institutions, vocational centers, and the staff of the State Advisory Council.

The State Advisory Council is firmly convinced that the local and state administrators and teachers of vocational and technical education are trying earnestly to do what is right for their students. In the instances where it applies, articulation is one of those processes that is right for the students as well as for the taxpaying public.

Mr. L. L. Lewis, Mr. William Dudley, Mr. Bill Pinson, Dr. Jim Morris and Dr. Cecil Walters are among the leaders in encouraging program articulation of technical and vocational education. They are commended for their attitudes and efforts.

A Female Machine Tool Technician? Why Not?

It's much easier these days for a female to seek a career in traditionally male dominated occupations, but Sheron Brown says feminism and the recent women's rights movement had nothing to do with her decision to become a machine tool technician.

Tool and die making is a demanding task. Not only must a technician know complex topics ranging from metallurgy to programming for numerical control, but she (in this case) must be familiar with massive milling machines, lathes, shapers, and drill presses.

"You've got to think and use your hands at the same time," the 18-year-old Hartsville resident said, describing the career she's chosen. A petite, blonde who looks as natural handling a micrometer as do her male peers, Sheron says she wanted no part of the traditional studies offered for females in high school.

"I had no interest in typing or cosmetology. I'd always enjoyed working with my father, who enjoyed mechanics and knew I wouldn't be satisfied in one of the 'traditional' female occupations."

After two years of machine shop training in Hartsville High School's vocational program under instructor Johnny David, the natural move was to Florence-Darlington Technical College's machine tool technology curriculum. Alan Yendall, an Englishman who's considered one of the best instructors in the field, accepted Sheron as an advanced student.

"It's not a hassle," Yendall said, explaining he expected more complications with a female class member. "I thought we would have to make some changes, but she's comfortable and is doing well as any male in the class."

Yendall admits he and his male students at first automatically reacted to Sheron and tended to be over-helpful.

"She can do 95 per cent of the work required in this field," the instructor asserted. "Of course, I wouldn't want her to try to lift some of the heavy machine tool accessories without help from her classmates."

What about competition between the sexes: Yendall says his students don't compete against each other.

"I've always felt that direct competition among students isn't quite fair, since some individuals learn differently than others. We have a system here I like to call 'coordinated cooperation.' It works much better than competition. Besides, this really isn't a competitive curriculum."

Sheron insists she isn't an activist and hasn't attempted to prove anything by studying machine tool technology.

"I'm not a bra-burner. I like being a woman . . . like being feminine . . . don't want different treatment. Tool and die work is not only challenging, but it pays well. That's reason enough to go into any career these days. The jobs are good and lots of companies are looking for good technicians now."

Yendall adds that Sheron may even have a slight advantage in gaining employment because she is a woman, due primarily to recent employment quota regulations.

"Starting salaries for tool and die makers are between $4.75 and $5.50 an hour. We've had excellent employment records with local and regional industries. They want good people and our two year associate degree program is based primarily on what industry is looking for," reports Yendall.

Can there be romance in the machine shop? Just a few feet away from Sheron's lathe, Gary Anderson carefully eyes a die he's making. He and Sheron were recently engaged.

"We're basically opposites," Sheron laughs. "He was born on the East Coast and I was born on the West Coast. His father was in the Navy, mine a Marine . . . but tool and die making is something we have in common."

Gary and Sheron met while studying machine shop at Hartsville High. Gary, about to complete TEC's program, will soon be employed by industry.

"I've had about six companies interview me for employment," Gary adds. "Industry really needs people in this field and they know the reputation Florence-Darlington TEC's program has."

"Gary and I don't want to work together," Sheron explains, noting that the novelty of a husband-wife technical team might conflict with normal industrial operations. "I think it's enough to be working in the same career field. That way, we're conscious of each other's crafts and can share things much more than two people who have totally different careers."

Sheron's classmates no longer view her as a novelty. There's too much to learn in machine tool technology to be distracted very long.

"She's just one of the guys," a fellow student shrugs.

One of the guys, maybe, but one of countless numbers of females in America who are seeking new and different occupational challenges. Technical education institutions, especially Florence-Darlington Technical College, are beginning to see a growing trend of female attention into traditionally male careers.

Sheron Brown doesn't think her choice of a machine tool technology as a career is anything unusual or special. She likes it and that's that. Her reply more often that not when asked why she chose this over another career field is . . . "Why not?"

The Trend to Advisory Councils

For two decades, there has been a tremendous increase in the number and types of local advisory councils in education. Advisory Councils have been used in various ways for the past several decades, but now it has reached an epidemic stage, according to some. Why the superabundance of advisory councils now? Is it just another educational fad, that given time, will fade into obscurity like the measles?

This appears to be the age of advisory councils. What has brought this on?

During the '50's and '60's, there was an emphasis in vocational education on the utilization of local advisory committees by individual teachers. State level supervisors and teacher educators were quick to point out the advantages, but less likely to use committees themselves. In some instances, particularly among vocational agriculture and distributive education teachers, advisory committees were created and functioned very effectively.

With enactment of the Vocational Education Act of 1963, the legitimacy of advisory councils was clarified, in that the State Board for Vocational Education in each state was directed to create a State Advisory Council, if the State Board did not have members representing certain categories of members.

By 1968, when the Vocational Education Act was amended by the U.S. Congress, the role of the State Advisory Councils on Vocational Education was greatly expanded. The provisions of that Act called for Councils to no longer be subordinate to the State Board. The Councils were required to evaluate and publish an evaluation report annually, and funds were made available for them to operate. Over time, nearly all states employed a professional person and established an office for the Council.

The Vocational Education Amendments of 1968 also established a National Advisory Council on Vocational Education as well as expanding the role of the State Advisory Councils. This National Council, while differing in particulars, resurrected a name which was first known in the George-Dean Act, passed in 1937.

For eight years, the State Advisory Councils operated under the auspices of the 1968 amendments, with only one significant change. In 1974, the Congress reaffirmed their belief in the Advisory Council concept by giving them more responsibility in working with the State Post-Secondary Planning Commission of each state.

The Vocational Education Legislation was rewritten in 1976, with considerable changes from the previous Act. At that time, with ample opportunity to make any desired changes, the Congress continued with the major State Advisory Council provisions. What changes did they make at that time?

From almost any point of view, the changes in the State Advisory Council provisions of the Education Amendments of 1976 expressed confidence in Advisory Councils. The Committee Reports from the U.S. Senate and the U.S. House of Representatives were supportive of the role and effectiveness of the State and National Advisory Councils.

There were many changes in the 1976 Act that affected the State Advisory Councils. There was an enlargement of the types and numbers of members required to be on the Council. The Councils were also charged with a specified relationship with the State Manpower Services Council.

One change of particular interest in 1976 was that each school district was now required to have a local council or councils, and the State Council was to provide technical assistance.

This developmental pattern of state; then state and national; and finally a trio of local, state, and national advisory councils was not just in vocational education.

At the same time, advisory councils were being mandated for numerous educational programs where federal funds were involved. Any school superintendent in the state can name a number of different advisory councils for different purposes.

In 1975, on March 4-5, the Office of Technical Assistance of the South Carolina Department of Education conducted a Seminar on the Utilization of Advisory Committees. Their action was in response to a need but foresighted indeed.

The Education Finance Act of 1977 was enacted by the South Carolina General Assembly to meet seven stated purposes. This Act, true to expectations, embraced a requirement that creates an advisory council for each school in the state.

So the trend is far from over. Not only are there numerous advisory councils, but each piece of federal or state legislation affecting education seems to include this feature. Like it or not, advisory councils are a part of the educational scene.

Legislative groups at both the State and National level have required advisory councils as a means of perpetuating participatory democracy in the educational process, and the trend continues.

Educators would be well advised to actively utilize these groups of persons as advocates and as a means of improving certain segments of education. A poorly used, or non-functioning advisory council can become alienated, irritated, and ultimately an opponent of that program it was created to advise.

Members who accept appointments to advisory councils must take their responsibilities seriously, and make a commitment to participate. Leadership must be exerted so that the Council can be effective in the role for which it was created. To do otherwise, or to abdicate this responsibility is to misrepresent the students, the parents, and the public. Ultimately it will cause dissolution of this form of effective widespread involvement.

What Is the State Advisory Council on Vocational and Technical Education?

This may be the first you have heard about the State Advisory Council — What is it? It is many things — a state agency with no programs or growth aspirations, an active volunteer group, a true advisory council, and an advocate for available and highly effective programs in vocational and technical education.

Another article in this publication depicts the trend toward more advisory councils in education, and the State Advisory Council must be considered

as a significant part of that trend. Federal Legislation in 1968 caused the State Advisory Council to be first appointed in 1969, and it has functioned continuously since then.

The reason for the Council being created the first time was simply that this was a requirement if the State wanted to remain eligible to receive federal funds for vocational education. Since the basic grant of federal funds for vocational education is several million dollars annually, naturally the State wanted to retain this eligibility.

The federal legislation provides for funds to be allocated to each state for the operation of its State Advisory Council, and also specifies certain evaluation and advisory functions. Realizing the seriousness of these responsibilities, the South Carolina Council attempts to diligently carry out its assigned role.

Discovering that coordinating the work of the Council while working full time in their own occupations was not effective, the Council members employed an executive director for the Council in early 1970.

The first office was in a temporary location initially provided by Clemson University. During the past half-decade the Council rented office space in Columbia, and recently moved to state-owned space. The Council rents this space from the State, paying rent for the space and all services from the Council's budgeted funds.

Funds for the Council come from federal allocations, and have never exceeded $75,000 per year. Only once did the Council find it necessary to ask for State funds and in 1975 received $15,000 to supplement the federal grant. These monies are used to pay all expenses, including the office, staff, travel, printing and telephone, and all other costs even to the extent of a small indirect charge assessed by the State.

Since the U.S. Congress passed the legislation that established the State Advisory Council in South Carolina and another 55 State Councils in other states and territories, it can continue, add or delete provisions at will. Five years after the first Act, Congress re-wrote the federal legislation for vocational education and had ample opportunity to review the work of the Councils. Its reaction in the 1976 Vocational Education Amendments was highly complimentary since the State Councils were never jeopardized, but given even more responsibilities.

The essential changes affecting the State Advisory Councils in the 1976 Act were positive. While continuing the evaluation and the advisory roles, Congress also added additional provisions in the Act requiring the State Advisory Council to become more involved with assessing manpower needs, annually reviewing and commenting on the report of the State Manpower Services Council, and providing technical assistance to local vocational education advisory councils on request. These obligations are in addition to those of (1) evaluating the vocational education programs, services and activities, (2) preparing an annual evaluation report and, (3) the important function of advising the State Board of Education.

Some may question how the State Advisory Council became involved with Technical Education. There are several possible explanations, but in re-

ality the programs under the auspices of the State Board for Technical and Comprehensive Education (TEC) are also Vocational Education. The federal use of the term vocational education embraces secondary, post-secondary and adult vocational education up to but short of the baccalaureate degree. Since part of this spectrum is provided in South Carolina by TEC, the State Advisory Council is required to deal with both the State Board of Education and with the State TEC Board to properly perform its evaluation and advisory functions adequately.

The State Advisory Council is unique in many respects, although it is a part of State Government and abides by all of the rules, laws and regulations affecting State agencies.

With nine years of operation, it can safely be said that the South Carolina Council has no aspirations for becoming a bigger agency just for the sake of growth. Through the past nine years, the Council has been led by five different chairmen, and only one of the original members is still on the Council. Despite this gradual but constant change in membership, the conservative nature of the Council's budget has been maintained.

This Council is different from many advisory councils within the State in that it not only maintains an office, but employs full time staff to help carry out the work of the Council. Nearly a decade ago, the U.S. Congress wisely recognized that imposing these kinds of duties on citizens who work full time in other jobs would require staff and funds in order to be effective. These funds, annually, have enabled the Council to be an effective group.

The most unique feature of the South Carolina Advisory Council on Vocational and Technical Education is its style of internal operation compared to other State Boards and Commissions. For most agencies the Boards or Commissions are in a policy-making role, usually reacting to matters presented to it by its staff. The Council cannot afford the luxury of more staff and this would also detract from the original purposes of the Council. The S.C. Advisory Council draws heavily on the time and experiences of the members. They are frequently involved in committee meetings, on visits to technical colleges or schools with vocational programs, or spending time with other Council business.

Most of all, the State Advisory Council is just what the name states – an advisory council with state-wide orientation that gives advice on vocational education and on technical education. The two boards that the Council works with most closely in an advisory role are the State Board of Education and the State Board for Technical and Comprehensive Education. There are other groups, however, that provide information or deliver services that the Council also works with. These include the Post-Secondary Planning Commission (by designation this is the Higher Education Commission), the State Manpower Services Council, the State Occupational Information Coordinating Committee, and the several technical education institutions and the local school districts that operate vocational programs.

The State Advisory Council is interested in improving this type of education for the citizens of South Carolina. Any of the members or the staff would be interested in hearing from anyone on any matter pertaining to this subject.

One Way to Evaluate — Site Visits

Evaluation is probably one of the most maligned, misused terms in education today. Teachers are "evaluated" constantly, all of the federal legislation in recent years is entwined with the responsibility to "evaluate", and schools and school districts are constantly "evaluated" for one purpose or another. Yet the term "evaluation" remains a most elusive and nebulous term — a term that means many different things to different people. In education, particularly, where one is dealing with an abstract and intangible process, the use of this term generally is construed to meet the needs of the situation.

In the face of this, the State Advisory Councils on Vocational Education for several years have had a clear obligation "to evaluate vocational education programs, services and activities . . . ." This phrasing was first used in the Vocational Education Amendments of 1968, and later repeated verbatim in the Educational Amendments of 1976. This is the charge given to the State Advisory Council, and a responsibility seriously considered by the members of the State Advisory Council in South Carolina.

But, how do you best carry out this required "evaluation"? Obviously, given the realistic situation of limited time and financial resources, the State Advisory Council cannot even be aware of all that is going on within the State. Vocational education is currently offered in over 200 high schools, more than 55 area vocational education centers and in 16 technical education centers in South Carolina. How then, with 21 members and only one, or two professional staff persons, could the Council carry out the required evaluation?

Much assistance is given to the State Advisory Council throughout the year by the Office of Vocational Education in the State Department of Education, and by the staff of the State Board for Technical and Comprehensive Education. In terms of statistical information, dealing with a number of persons and amounts of money, their information is extremely valuable and appreciated. Even supplemented by observations of members, however, this may only be a small part of the picture of what's happening in vocational and technical education.

Starting in the Spring of 1977, the State Advisory Council seriously considered this dilemma, and undertook a new approach to evaluation. The Council evaluation committee decided that its evaluation efforts should focus on two elements; part consisting of analysis of available data, and the other part consisting of results of a series of intensive visits to technical institutions and vocational education centers and programs. The proposed visits to the institutions became a completely new approach for State Advisory Council evaluations.

The typical visit to an area vocational center/school district, or to a technical education institution, involves about nine (9) persons for a two-day visit. The usual team is composed of four or five advisory council members, one or more high-level staff members from the State Office of Vocational Education and from the State TEC Office, and a professor from one of the College de-

partments where vocational teachers are prepared. This group spends at least two full days at the location of the visit.

Very little or no preparation is required of persons at the institution to be visited. The intent is to spend enough time there to have adequate visits with teachers, administrators, students, and other persons. Throughout the two days and one or two evenings, the team members look, ask questions, and hold lengthy discussions and draw their own conclusions. Even a guidebook has been prepared to at least start the members on their own inquiry. The guidebook also gives some consistency from visit to visit.

Following each visit, a brief written report is prepared and finally given or presented to the institution. This report summarizes the team's reactions and often contains suggestions for improvement.

The advantages of these visits are several but foremost they provide accurate feedback to the Council of the strengths, weaknesses and problems of an institution or school district. While a visit obviously reports on only one district or institution, commonalities tend to show up within a very few visits. Other advantages include the personal knowledge gained by team members, and the development of friendships and personal acquaintances with persons from other organizations or institutions.

The South Carolina State Advisory Council believes the team visits add a vital dimension to the evaluation efforts of the Council. They have already proven valuable by providing a greater understanding of the importance of and need for top-quality vocational and technical education.

What Has the Council Found From the Site Visits?

After six visits were completed during the 1977-78 school year, the Council took stock of the collective experiences of these visits and raised the question – What did we find? In all, four visits were to school districts with area vocational centers and two visits were made to technical education institutions.

The conclusions that follow are based on the visits made, and may not generalize the entire state. Neither do these conclusions necessarily reflect on any single school district or institution, nor may it be applied to all. These statements and brief explanations reflect fairly the consensus of the State Advisory Council members based on the visits.

What was found?

1. From district to district and Tec institution to institution, **there is considerable variation in the quality of occupational programs** being offered. Despite certain state-wide standards and requirements, the quality of the vocational programs depends greatly on the resources, initiative, commitment and leadership at the local level.

2. **Most vocational and technical education instructional personnel** are doing a great job of providing instruction. The teachers appear to be well prepared and qualified, and working diligently to provide the type of education needed by the students.

3. **Good vocational education programs are often seriously handicapped for want of a few additional dollars. Once a program is established and the school pays the cost of the instructor and the necessary space and equipment, adequate funds for instructional supplies are absolutely necessary. It is folly to pay the most expensive costs of providing instruction, then to prevent effective instruction because the school lacks a few hundred dollars to buy instructional supplies.**

4. **Much of the equipment being used for instruction in both technical and vocational education is rapidly becoming physically worn and technologically obsolete. Both vocational education and technical education must devise a plan to provide for replacing and updating equipment used for instruction. Without this, thousands of students at both levels will soon find themselves being provided only second rate instruction because of old, obsolete equipment.**

5. **There is excellent morale and no discipline problems where occupational instruction is well organized** and the instructor is competent and enthusiastic. Because of the relevance of course material and being given a chance to succeed, the students rarely exhibit the apathy and discipline problems often attributed to secondary public schools.

6. **Post-secondary technical and other post-secondary level occupational education programs could be intensified,** expecting more from the students and delivering more to employers. Development of the competency-based learning objectives for instructors with approval required by Local Advisory Committees prior to implementation may be the best means of providing more intensified instruction.

7. **The administrative personnel at the local level in vocational and technical education are top grade persons.** These personnel are consistently very capable, well intentioned and well prepared administrators.

8. **Local Advisory Committees are not being utilized as well as they could be** at the present time. At both the secondary and the post-secondary level there is a tendency to under-utilize, or failure to establish and utilize, local advisory committees.

9. **At the secondary level some(too many) guidance counselors do not truly understand the nature of each vocational program, and the importance on non-baccalaureate occupations in relation to the societal work force.**

There is still a tendency for counselors, perhaps due to their preparations and an absence of non-education employment, to think in terms of "higher education is better."

10. In public-school districts where there are both programs in the high school and programs in an area vocational center, **the equipment, support and teaching environment are generally appreciably better at the Center.** Vocational students at the high schools are not afforded an equal

educational opportunity where sub-standard equipment exists, as compared to that at the vocational centers.

11. **Diversified occupational education programs are being overlooked or not adequately emphasized as an economical means of providing quality vocational education opportunities for students. Diversified occupational education (DOE) provides an excellent way of increasing the variety of occupational areas for students, with a minimal or at no cost to the school district for equipment. The state level supervisory staff should emphasize this type of program.**

12. **State-imposed paper work is becoming an unreasonable burden at the local level for secondary and post-secondary educational institutions. This is not due so much to the requirements of the central offices of Technical and Vocational Education as it is coming from other agencies and organizations. Various reporting requirements recently imposed by the General Assembly, the various Divisions of the State Budget and Control Board, the Legislative Audit Council, the State Auditor's Office, and other agencies cumulatively impact heavily on vocational and technical education institutions.**

Progress Made Toward Reaching Goals in the State Plan

The State Plan for FY 1978-1982 Vocational and Technical Education enumerated eleven major goals to be accomplished within this five year time frame. These goals and the progress made on each one during the first fiscal year follow.

As a precursory statement to the analysis, however, it should be pointed out that many of the goals were written in a general manner which very nearly preclude objective judgments. Whenever possible, evidence is cited to support or refute the statements. In other instances, it will be necessary to subjectively comment on the goals or simply state that the goal is too nebulously stated to investigate.

GOALS AND PROGRESS:

1. Appropriate education opportunities shall exist for all ninth and/or tenth grade students in the State.

Fifty-three percent (53%) of the students surveyed said they had taken prevocational courses, and of these fifty percent (50%) reported courses had helped them decide upon an occupation.[1] Thus, according to the survey only approximately twenty-five percent (25%) of the State's ninth and tenth graders are being effectively guided by prevocational courses. This leads to one of two possible conclusions, either a) an insuf-

1. S.C. Department of Education, *Executive Summary*, National Evaluation Systems, Inc. (prepared for Vocational Research Coordinating Unit, May, 1978) p. 15.

ficient number or the wrong type of prevocational courses are being offered the students, or b) the current course offerings are ample but for some reason are not reaching and motivating the students.

2. Appropriate vocational education opportunities shall exist for one hundred percent (100%) of all secondary students in the State who choose it.

The "who choose it" at the end of this statement goal makes it impossible to determine whether this goal is being or will be reached. No statistics are available on the students who choose a vocational curriculum but are denied access for one reason or another (e.g., class enrollment limitations, program prerequisites and/or qualifications). However, the State does have participation goals in vocational education for secondary students which are being met. The '76-'77 secondary student participation in vocational education was 143,419, exceeding the goal of 137,500 students. In '77-'78, the participants in vocational education increased to 145,153 despite the fact that total student enrollment in the secondary school decreased. Therefore, it appears progress is being made if participation is judged as the goal rather than the stated goal itself.

3. Appropriate opportunities shall exist for vocational/technical education for post-secondary students in the State.

Twenty-five percent (25%) of the technical students claimed they were in the program of their choice.[2] This raises the question, "Should the institutions provide the courses the students want, the courses for which jobs await the prepared students, or a combination of both (and if so, in what percentage?)" Although the latter part of the question is probably the most appropriate answer, the twenty-five percent (25%) figure suggests that much progress remains if this goal is to be reached.

4. Appropriate opportunities in vocational education shall exist for out-of-school youth in the State.

Opportunities do exist for out-of-school youth through the CETA programs sponsored in vocational schools/centers and TEC colleges/centers during the school year. Approximately one-half of the vocational institutions offer summer CETA programs as well. Since the CETA program is currently being heavily financed federally, this vehicle has been the predominant outreach tool in providing education to the state's out-of-school youth.

5. Appropriate vocational education opportunities shall exist for adults of the State to be re-trained or to upgrade job skills.

The educational opportunities appear available for adults of the State to re-train or upgrade their job skills. In a recent survey by the National Evaluation Systems, Inc., however, it was pointed out that many adult vocational students do not always have an accurate perception of the job market. Adults too often select programs with no employment

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2. Ibid., p. 12

potential. Thus, while it is necessary to have the programs desired by adults, it is equally important to advise and counsel these persons as to what the current and projected needs of business/industry are.

6. Appropriate vocational educational opportunities shall exist to meet the needs of the handicapped and the disadvantaged citizens of the State.

Progress has been made in the State's educational institutions on this goal. Recent federal legislation has emphasized, and justly so, that handicapped and disadvantaged citizens are to be mainstreamed if possible and practicable. Unless necessary, schools should avoid cordoning off handicapped and disadvantaged students from the remainder of the student body, for this can only lead to negative self-concepts for the students. Of the physically handicapped secondary students recently surveyed, only twelve percent (12%) reported their handicaps to be a problem.[3] This suggests that many of the physically handicapped are amenable to mainstreaming, and one suspects that the same holds true for many of the mentally and emotionally handicapped and disadvantaged also.

7. Innovative and model programs in vocational education shall exist to meet manpower needs in new and emerging occupations.

The ability to adapt to new and changing occupations brought about by technological changes in the business environment has long been a keystone of the technical education system in South Carolina. From the site visits conducted by the Advisory Council during the last two years, this has also been found to be true of vocational education institutions. It is the relevance of the course offerings to occupational opportunities which has always attracted students to vocational and technical curriculums in the past, and course offerings in solar energy, environmental engineering technology, etc., provide evidence that this relevance will continue in the future.

8. The effects of sex bias and sex stereotyping will be reduced by the end of the five year planning period to assure equal access to vocational education programs by both women and men.

Students and educators surveyed this past year reported very little sex discrimination in educational institutions – either in admissions or in the respective programs. The hiring and placing of new employees have followed traditional male-female lines, however.[4] This leads one to conclude that although schools are progressing in eliminating sex discrimination, work remains to be done at the placement end of the process. While it could probably be argued that this goal does not address the placement of vocational students, one might also state that perhaps it should. What is a school in business for if it is not to prepare students for occupations?

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3. Ibid., p. 10.
4. Ibid.

9. Vocational education programs throughout the State shall be of a high quality and satisfactorily meet the needs of employers and all student populations served.

Vocational education programs are considered by all groups recently surveyed to be of generally good quality. Former students who had taken vocational programs believed that these programs had improved their job skills. Business and industry gave generally good ratings of vocational program graduates' work habits, attitudes, and attendance records.[5] If this survey is an accurate indicator, it thus appears that the State is on target in achieving this goal. However, in the last two years the Advisory Council has developed firsthand impressions of vocational education in the state through its site visits to eleven different institutions offering vocational curriculums. Although this sample is admittedly small, the Council has nonetheless been able to detect a wide variance in quality among the programs offered by the institutions. The two keys determining quality, besides the competence of instructors which was generally quite good, were found to be financial resources and community support. Of course, these two go hand in hand. The vocational schools experiencing adequate financial support were able to offer much stronger programs than those which were financially strapped. Therefore, these disclosures partially refute the survey findings in that not all student populations are being satisfactorily served. In such cases, this also means the needs of employers are not being met.

10. Relevant vocational training shall be readily accessible to all student populations served in all geographic areas of the State.

With fifty-six (56) vocational centers/schools and sixteen (16) technical colleges/centers spread strategically across the State, it is safe to say that vocational education is geographically accessible to all students who desire it. This goal appears to be accomplished ahead of schedule.

11. A comprehensive planning effort for coordination and consultation shall exist among all governmental agencies and organizations involved in the delivery of vocational training to achieve articulation of vocational education programs.

This is the last and perhaps the most elusive and difficult goal to be accomplished of the eleven listed. Although it is listed last, it is by no means the least important. The tightening of educational funds demands accountibility in all areas of education, and the State cannot afford to duplicate vocational training programs in the future for financial as well as time-inefficient reasons. Some, but not enough progress is being made. Several articulation conferences have been conducted, and others are in the planning stages. At this time, all that can be reported is the problem has been recognized and effort made to achieve articulation in vocational programs. Much remains to be accomplished.

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5 Ibid., p. 16.

A Review of the State's Evaluation of Vocational Education Programs on The Local Level

Approximately one-half of the secondary vocational schools were evaluated during the 1977-78 school year by the State Department of Education. For each school district or county visited a standard evaluation form was filled out. School administrators and teachers and evaluation team members recorded their impressions (by the number of each answering affirmatively or negatively) to a series of sixty-seven questions. At the end of the evaluation questionnaire, evaluation team members summarized their findings in a brief 1-3 page narrative. The following observations concerning secondary vocational schools in South Carolina are taken predominantly from a study of findings revealed in the summaries. The questionnaires themselves were seemingly compliance-type inquiries and were of limited value in forming opinions about vocational education.

Perhaps the most recurring finding dealt with equipment and supplies. While some schools expressed satisfaction with what was on hand, many deemed equipment and consumable supplies to be inadequate. Instructors in many cases were operating classes with obsolete equipment or equipment in need of repair. There were also cases where equipment was adequate, but not enough money was left over to furnish supplies. This situation makes it very difficult indeed for a vocational instructor to adequately train students. The problem obviously is insufficient funding and will have to be attacked fiscally on national, state, and local levels.

Related to the above observation (in cause at least) was the finding that many schools housed shops in areas which were inadequate. For some reason, the agriculture shops seemed to be the ones consistently in need of additional space. Almost every shop area, however, at more than one location was found to be cramped (e.g., masonry, drafting, small engine repair, building construction). It was noted in several cases that plans were already underway to alleviate these conditions. Again, the problem is one of finances and is not easily rectified.

Two questions on the questionnaire dealt with student placement and therefore provided insight by their answers. It appeared that schools were for the most part placing at least fifty percent (50%) of the students in occupations for which they had trained or received related training. The fifty percent (50%) figure is a minimum figure the Department of Education requires for a school program to remain in operation. There were instances where schools were not attaining this percentage, but these were the "exceptions to the rule" and occurred infrequently.

Concerning the placement observation noted above, several department of education evaluation teams recommended the schools initiate a data collection system from employers for all program completers. Feedback from

the system would enable teachers to determine the extent to which they had trained and prepared their students for employment. The Council considers this an excellent recommendation and one which hopefully will be used by more and more teachers and schools.

Another widespread deficiency noted in many of the schools was the lack of Advisory Committees for particular programs within the schools. All schools are required to have an overall Advisory Council and this was not judged to be a problem. However, the number of schools which had programs with no Advisory Committee or the Committee existed but was inactive were numerous. Advisory Committees can be most beneficial to programs if used properly. Perhaps suggestions to school officials made by evaluation team members will bear fruition in this area.

Youth organizations received much attention from evaluation team members in their summaries. Many schools were complimented on their fine utilization of such organizations (e.g., Vocational Industrial Clubs of America (VICA) for Trade and Industrial Courses, Future Business Leaders of America (FBLA) for Office Occupations, and Future Homemakers of America (FHA) for Home Economics). Suggestions were made to those schools not taking advantage of youth organization clubs to make attempts to do so. The Council believes that they are a fine tool for attracting student interest and should be utilized whenever possible.

The evaluation team noted several instances of teachers not being informed of in service training possibilities. Also, in some cases, teachers were not aware that funds were available to cover travel for in-service training. Both cases merit correction, for if teachers are to be expected to perform well they need to have the opportunity to improve professionally.

More comprehensive plans to combat sex-stereotyping were deemed by the evaluation team to be needed by many of the schools visited. The teams did not find that schools were preventing students from entering non-traditional sex role classes, but neither did they find many documented plans to overcome sex bias.

The strengths of vocational education overall as judged from the evaluation were strong administrative support from superintendents, district personnel, principals, and vocational directors. Also determined to be a plus were competent and enthusiastic teachers, a wide range of course offerings, and facilities in some of the schools.

Many of the statements made in the Department of Education evaluation summaries dealt with compliance of schools. For example, multiple instances of Defined Minimum Program Enrollments not being met were uncovered by the teams. Also the teams noted the occurrence of many cases of multi-level teaching where beginning and advanced students were mixed in vocational classes. While this information is perhaps necessary for the State Department of Education, the Advisory Council did not seem to deem it appropriate for the Council to comment on these topics in this report.

This article has referred only to the evaluation programs of vocational education in local school districts, not to any evaluation of programs in technical education institutions. This is because the staff of the State Board for

Technical and Comprehensive Education was actively involved during the 1977-78 year in developing procedures for evaluation of programs. As a consequence, the TEC system has a procedure whereby the local programs will be evaluated during the 1978-79 year, an effort directed toward the improvement of instruction.

Where the Federal Funds for Vocational Education Were Spent in South Carolina 1977-1978

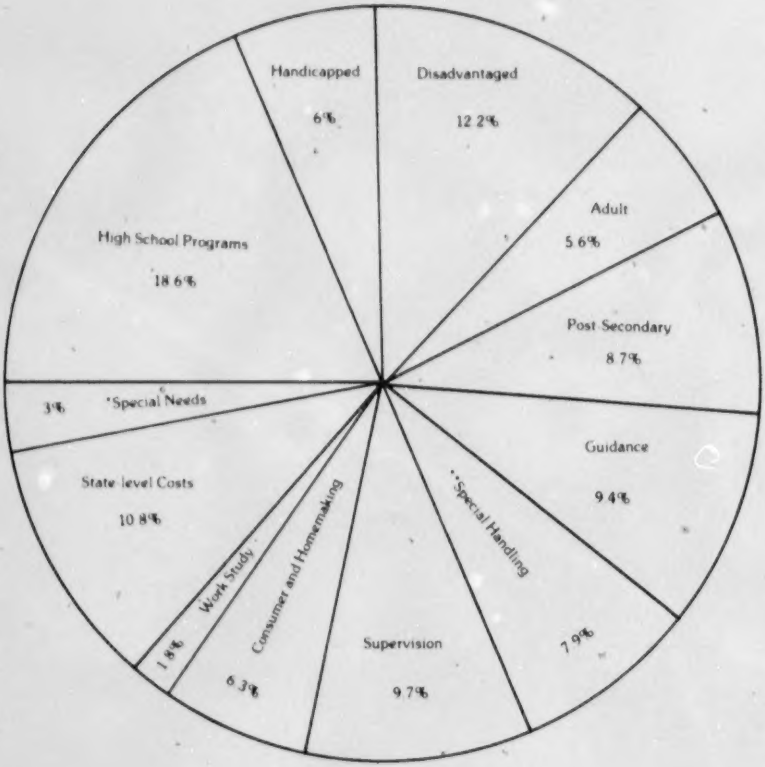
Total federal funds available for utilization in the 1977-78 school year approximated $9,286,700. Of this amount, the federal funds expended on the local level totaled almost $7,549,200. The percentage expenditures breakdown among categories may be derived by referring to the TT Chart on the preceding page. The largest outlay (18.6%) went to high school vocational programs (i.e., Trade & Industry, Agriculture, Distributive Education, Business Education Courses). Expenditures for disadvantaged students who were mainstreamed represented 12.2% of the total. State-level usage which was predominantly administrative in nature accounted for 10.8% of the total. Other categories utilizing significant amounts of federal funds were Supervision (9.7%), Guidance (9.4%), and Post-Secondary (8.7%). Post-Secondary funds were utilized by the Technical Colleges and Centers throughout the State.

The following information may provide a broader view on how Federal Funds were accumulated and distributed within the State in 1977-78.

Federal Carryover from 1976-77 to 1977-78	$1,054,357	
Total Allocation for 1977-78	9,522,495	
Funds Available for 1977-78	$10,576,852	
*Estimated Federal Carryover to 1978-79	$1,290,157	
Funds Expended in 1977-78	9,286,695	
Local Spending of Federal Funds	7,549,169	81%
State Spending of Federal Funds	1,737,526	18.7%
		100%

*Represents best estimate available at time of publication—not an exact figure.

The State-level expenditures of 18.7% are composed of the special handling category and the State-level administrative costs associated with disbursements of the federal funds. The special handling category primarily consists of costs for operation of special classes for those handicapped and disadvantaged students ate not mainstreamed. The remaining categories depicted on the TT Chart comprise the 81.3% local spending figure.



*Special Needs 3%

Category consists of Sub-part 4 disbursements to low-income disadvantaged. It differs from Disadvantaged category in that no matching is required on the local level for Special Needs.

**Special Handling - 7.9%

Category consists of costs for special one-time projects dealing with handicapped and disadvantaged students not mainstreamed.

Comments on the Annual Report from the State Manpower Services Council

The Education Amendments Act of 1976 mandates State Advisory Councils to comment at least once annually on the reports to the State Manpower Services Council (SMSC). The reports of the SMSC in 1977 culminated in the **1977 Report to the Governor**. Therefore, the following comments of the Advisory Council focus on this report.

The purpose of the SMSC report, as viewed by the Council, was to explain and summarize a large, diverse, and intricate state-wide program of manpower training in South Carolina under the provisions of the Comprehensive Employment and Training (CETA) Act of 1973. As such, the writers are commended for brevity of the report, and also for the attractive and interesting layout.

While the brevity of the report is appreciated by its readers, the Council suggests several omissions of content which hopefully will be considered in future publications. This is particularly true considering the magnitude of the reported programs which, according to a tally of data in the 1977 publication, exceeded $70,000,000.

The first omission noted by the Council was an absence of general explanation of the programs encompassed by each of the titles. The titles were listed by number with no mention made of the criteria involved in the selection of clientele to be served under a particular title.

There was no overall total of expenditures including state level administration unless these costs were included and apportioned among the various titles. Additional explanation would be useful to the readers.

The Council is concerned with the question of yield versus cost of the various titles. The average cost* to place one CETA client upon termination was $2,079, and ranged from a low in Title III of $191 per client to a high of $78,572 for Title VI. This excessive cost for Title VI deserves an explanation which cannot be determined from reading the report.

While mention was made of the importance of Area Manpower Planning Councils, neither the membership of the boards nor an office address was given. Furthermore, the reader was unable to discern how member composition was determined. This left the reader with no information on how to contact such area Councils.

The comments offered above by the Council should not be construed as criticisms but rather as constructive suggestions. Hopefully, the State Manpower Services Council will accept these comments in the spirit in which they were extended.

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*Average cost computed by dividing total funds expended by number of students employed and other positive terminations.

The Status of the State Occupational Information Coordinating Committee

The State Occupational Information Coordinating Committee (SOICC) was established by the Vocational Education Act of 1963 as amended by the Education Amendments of 1976. The Committee represents a consortium consisting of: the South Carolina Employment Security Commission (SCESC), the S. C. Governor's Office, the S. C. Department of Education, and the S. C. Department of Vocational Rehabilitation.

The organization of SOICC began in 1978 and was provided impetus in May with the employment of Executive Director Carol Kososki. At present time, Mrs. Kososki is in the process of staffing the positions necessary to accomplish the responsibilities set forth in the Vocational Education Act.

These responsibilities include:

1) SOICC will by use of program and employment data improve coordination between and communication among Vocational Education and employment and training program administrators, planners, researchers, and other training programs.
2) SOICC will develop and implement an Occupation Information System (OIS) under guidelines and standards acceptable to the National Occupational Information Coordinating Committee (NOICC). This system will be designed to meet the common occupational information and data needs of the vocational education programs and employment and training programs at State and local levels.
3) SOICC will appoint a Technical Working Committee consisting of representatives from all agencies represented in SOICC. This committee will serve in an advisory capacity and will assist in coordinating and implementing SOICC directives.
4) SOICC will administer and utilize funds received from NOICC for State activities in designing and implementing an OIS and coordinating it among appropriate agencies and users.
5) SOICC will determine the purposes for which disbursement of funds are to be made pursuant to NOICC standards and guidelines and State law.

The primary focus of SOICC will be on implementation of a career information system. A software package called the Coordinated Occupational Information Network (COIN) has been chosen by SOICC to pilot in the Columbia and Charleston areas. There are two delivery vehicles for the system: 1) minicomputer, and 2) microfiche. The hardware and minicomputer systems are to be selected by the end of August with installment of the equipment scheduled in October. Plans are for the entire package of computer hardware and software to be operational by November, 1978, although only national data will be available at that time.

SOICC will institute the Occupational Information System in two areas of the State. A pilot program is to be initiated in Region IV (Richland, Lexing-

ton, Fairfield and Newberry Counties), to be immediately followed by a similar program in Region IX (Charleston, Berkeley, and Dorchester Counties).

Initial users of the minicomputers and microfiche will consist of high schools, colleges, universities, technical schools, vocational rehabilitation sites and employment security offices. Areas of the state not served by the automated system (minicomputer) will be able to obtain identical information through the timely distribution of microfiche.

Response by State Board of Education to Recommendations Made by the South Carolina Advisory Council on Vocational and Technical Education for Fiscal Year 1977

Recommendation #1

Take positive steps to integrate more instruction on economic concepts, productivity, desirable work habits and personal responsibilities into the vocational programs.

Response

The Office of Vocational Education is currently involved in action exemplifying this recommendation. Four specific projects or programs are cited:

(1) Home Economics instructional programs place emphasis on consumer education in all programs, but have two semester courses entitled, "Consumer Education I and II."

(2) An Office Occupations Course, Business Law, has particular emphasis on the consumer in today's marketplace. Concepts of productivity, money management, economics and utilization of all resources within a legal structure are emphasized.

(3) A project to develop specific teaching materials which could be used in all areas of vocational education has been developed. These materials, including learning resources and suggested teaching strategies, should be available during the 1978-79 school year.

(4) The Office of General Education has developed an Economics Kit for Teachers, K-12, entitled, "People, Production and Profits," which addresses the specific concepts identified in Recommendation #1. This packet is presently in use for instruction throughout the state in economics education.

Recommendation #2

Continue effort toward developing better program articulation with related post-secondary technical education programs.

Response

The Office of Vocational Education has continued its commitment to achieve articulation with related post-secondary technical education programs. This commitment continues through South Carolina's involvement in the V-TECS consortium which is directed toward the identification of competencies needed in vocational and technical education from the lowest skilled level to the highest without regard to grade level. These competencies as identified in catalogs of objectives will provide for the progressive attainment of skills on the part of individuals and continues to be a most unique example of articulation available as viewed by many curriculum and vocational educators.

Further, the Office of Vocational Education in coordination with Technical Education has continued regional workshops involving Vocational and Technical education staff and faculty designed specifically for the improvement of program articulation. These workshops have been conducted in ten (10) geographical areas of the State with positive results achieved. The greatest benefit has been to the student who continues training in a vocational field in Technical Education after completing training at the secondary level in a vocational training institution. Continuing emphasis is being given this phase of program articulation through follow-up reports, on-site visits and expansion of additional workshops in those areas not previously covered. This effort when completed will involve all vocational centers and technical education institutions in the State and with the instructional materials provided through V-TECS consortium, South Carolina will have a model program of articulation between secondary and post-secondary vocational/technical training.

Recommendation #3

Explore ways to accommodate more students within the existing vocational facilities through more intensive use during summer months, extended school days, or by other means.

Response

While it is recognized that this is an important consideration, the Office of Vocational Education is limited in its authority for expanding the utilization of Vocational Facilities at the local level. The utilization of these facilities is the direct responsibility of the local education agency. We do encourage and support, with funds as available, full utilization of all vocational facilities as required to meet the total needs of students in South Carolina. Considerable progress has been made recently in improving this situation through additional funds received through the Comprehensive Employment and Training Act (CETA). This will involve more summer programs and programs conducted after the regular scheduled sec-

ondary course offerings. Continued emphasis will be given the total and full utilization of existing vocational facilities. Implementation of the South Carolina Education Finance Act may also provide resources and opportunities for local education agencies to increasingly utilize existing facilities.

Recommendation #4

Intensify efforts to make vocational education programs better known to prospective students, potential employers, and the public at large.

Response

This is being done and will be continued through the efforts of the Office of Vocational Education in its public information program, business and industry days and through interaction with advisory councils. Also, assistance is being given the public information efforts at the local level through television and radio spots and news releases.

Additionally, added encouragement is being given the establishment of a public information specialist for each vocational center even though this has to be an additional duty for a staff member.

Efforts have also been initiated to increase the knowledge and awareness of high school and vocational center counselors regarding vocational education. Increased knowledge of vocational programs, administrative structures, student placement, on-the-job training opportunities and program objectives should lead to meaningful education and employment in communities across the State.

Recommendation #5

Convey to the local school districts and to vocational education administrators that the State Advisory Council is vitally interested in effective utilization of local advisory committees, and that technical assistance may be available through the State Advisory Council.

Response

During the past year, the Office of Vocational Education held meetings in ten (10) vocational centers throughout the State to explain the purpose of local advisory councils.

Council Reaction:

The State Advisory Council reaction is that the Office of Vocational Education, responding for the State Board, has given due consideration to each of the recommendations in the 1977 Evaluation Report. The Council is satisfied that within the limitations of staff and other resources the Board has given due consideration and is to be commended for the courteous and timely response.

Response by State Board for Technical and Comprehensive Education to Recommendations Made by the S.C. Advisory Council on Vocational and Technical Education for Fiscal Year 1977

Recommendation #1

Take positive steps to prevent increases in non-instructional costs at either the State or the institutional level.

Response

The annual cost analysis of TEC institutions and their programs is designed so as to disclose both direct and indirect cost. This analysis quickly reveals any unusual increases in non-instructional cost. Further, identification and analysis of non-instructional cost is an integral part of the internal audit and evaluation system of the TEC Board.

The central staff of the State TEC Board, excluding the Division of Industrial and Economic Development, cost less than 5% of the funds expended by the Board and less that 3% of the combined expenditures of the Board and the institutions. The Board does not feel that this is an excessive expenditure to provide the support functions necessary to the institutions. Your point is well taken, however. The TEC Board has directed the Executive Director to continually evaluate the central staff and their functions in order to keep the staff at the minimum necessary to perform in an efficient and effective manner.

Recommendation #2

Incorporate more emphasis on teaching economic concepts, productivity, desirable work habits and personal responsibilities into the instruction of all technical education programs.

Response

The State Board for Technical and Comprehensive Education recently directed that all TEC curricula contain a course in "Free Enterprise Economics."

Recommendation #3

Concentrate on obtaining more private and public local support for the existing technical education programs.

Response

Most of the local support areas of the TEC institutions are suffering the same economic situation as the State and truly austere financial conditions exist. We have urged that each of the institutions receive a millage instead of a supply bill allocation, but this has not been possible in some instances. We feel generally, that the local support the institutions are receiving is the maximum amount available under current conditions.

There are few private fund sources available to two-year, post-secondary technical education institutions. Those funds that are available are usually reserved for research and development and are not available for operations. This has not diminished our efforts; we are continually searching for new fund sources.

We feel that the non-financial support of the private sector and local communities is good. This is evidenced by the placement of our graduates.

Recommendation #4

Continue efforts toward developing more and better articulation with related secondary level vocational education programs.

Response

The State TEC Board totally endorses the concept of program articulation. Limited funding has not allowed our full participation in the VOC/TEC Consortiums; however, we have been allowed to observe the proceedings during the current year and funding permitting, we intend to participate fully during 1978/79.

Council Reaction:

The State Advisory Council reaction to the responses by the staff of the State Board for Technical and Comprehensive Education is to accept the responses as offered. The Council believes that within the limitations of resources and other factors the State Board has given due consideration to each recommendation. The Council expresses appreciation to Mr. William Dudley and commends the State Board for this consideration and response.

COMMENDATIONS

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RECOMMENDATIONS

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Commendations to the State Board of Education

1. The vast majority of vocational instructors are doing a great job of providing quality instruction. The dedication and keen interest in students shown by these instructors are qualities to be appreciated and commended.

2. Commendations are extended to the administration and instructors of the vocational schools for the excellent morale exhibited by their students. Very few discipline problems were noted in these schools at a time when discipline is considered by the public to be the No. 1 problem in the school system. The students' interests are obviously being captured by the quality programs offered in the vocational institutions.

3. The administrative personnel at vocational schools are to be commended for the generally fine support they have provided instructors and students. These persons are consistently capable and dedicated to their tasks.

4. State Division of Vocational Education and Office of Vocational Education personnel, along with vocational administrators, are commended for their efforts in progressing toward articulation between their programs and those offered by TEC.

Recommendations to: State Board of Education (State Board for Vocational Education)

1. A plan should be developed to assure that teachers in all vocational education programs have adequate instructional supplies.

2. Non-functional or obsolete instructional equipment in vocational programs should be systematically replaced. A plan should be developed which will establish priority for the replacement of the equipment.

3. Investigate the licensure requirements for secondary guidance personnel. Incorporate certification provisions to insure that guidance counselors will be familiar with vocational education programs and the importance of non-baccalaureate degree occupations. This may best be accomplished by requiring guidance personnel to take a practicum at a vocational school and/or a technical education institution.

4. Establish priority on supporting and expanding diversified occupational programs at the secondary level.

5. Incorporate provisions in the State Plan to assure that vocational courses located in the secondary schools are provided equipment and supplies equal to those vocational courses in the vocational centers within each school district.

6. Modify goal Number Two (2) in the State Plan for Vocational-Technical Education (FY1978-79) referred to on page 20 of this Report, #2 Goals and Progress, 2nd paragraph, to remove the clause of "who choose it," and to provide a more meaningful re-stated goal.

7. Take a board position opposing the increasing and unrealistic burden of state paper work imposed by other state agencies and organizations. The workload imposed on administrators in each school district is very rapidly increasing, is expensive and is counter-productive to the educational mission of the school districts.

Commendations to the State Board for Technical and Comprehensive Education

1. The quality and dedication of TEC college/center instructors overall are exceptionally high. The State TEC Board should be proud to be represented by such capable individuals.

2. The administrative personnel of TEC colleges/centers are consistently very capable, well intentioned, and well prepared. These persons are to be commended for their contributions to technical education.

3. The TEC Board and TEC college/centers administrators are commended for their efforts toward achieving articulation between vocational schools and their programs.

4. The TEC Board and administrators are to be commended for accomodating an increased enrollment of students in 1977-78 in the face of a budget which represented less purchasing power than the 1976-77 budget.

Recommendations to: State Board for Technical and Comprehensive Education

1. Non-functional or obsolete instructional equipment in the technical education programs should be systematically replaced. This should be given high priority and a plan developed to provide for the necessary replacement of equipment.

2. Up-date and disseminate the Board's goal statement on program articulation with the secondary vocational education programs.

3. Strengthen the individual instructional programs by requesting that competency based teaching objectives or curriculum for each program be approved annually by the local advisory committee.

4. A five-year plan for the technical education system should be developed and approved.

5. Take a board position opposing the increasing and unrealistic burden of state paper work imposed by other agencies and organizations. The workload imposed on the individual institutions is very rapidly increasing, is excessive and is counter-productive to the educational mission of the institutions.

KEY PUBLIC OFFICIALS

The Council recognizes the leadership and cooperative attitude of several key public officials who are of primary importance in helping the Advisory Council to fulfill its purpose.

Mr. Richard W. Riley
Governor, State of South Carolina
and appointing authority for the Council

Dr. Charlie G. Williams
State Superintendent of Education
Executive Officer of the
State Board for Vocational Education

Mr. L. L. Lewis
Director, Office of
Vocational Education

Mr. G. William Dudley
Executive Director
State Board for Technical and Comprehensive Education